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ABSTRACT

This volume outlines the requirements and content of a second-year course in allied health occupations education that is designed to provide students with a practical understanding of specific areas of nursing, concentrating on the fields of geriatrics and psychiatry. Addressed in the individual units of the course are the following topics: progressive development and aging, older people and community life, emotions and illnesses, special geriatric needs, principles of communication, patients with special needs, and conditions of illness. The first part of the volume sets forth standards pertaining to the primary objective of the course; its content; its target audience, duration, and prerequisites; and course requirements. The bulk of the guide comprises a series of unit outlines in which behavioral objectives are presented together with an implementation plan. Concluding the volume are a list of student lesson assignments, a sample training site plan, and a sample student evaluation checklist. (MN)

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Middletown Public Schools

CURRICULUM STANDARDS

ALLIED HEALTH OCCUPATIONS II
ADVANCED HEALTH ASSISTANT COMPONENT
STUDENT LEARNING GUIDE

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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Learning Packet Guide - Advanced Health Assistant

The advanced nurse aide course will add to the basic Health Assistant's knowledge and skills of caring for patients, both in the hospital and long term facility. He/she will be introduced to new, special areas of nursing: geriatric and psychiatric.

This learning guide is to be used in conjunction with:

Texts: Caldwell, Esther, PhD. and Hegner, Barbara, R.N., M.S., Geriatrics, A Study of Maturity, Delmar
Noonan, Karen Ann, BLN, MS, Coping with Illness, Delmar

Film Strips:

Films:

Evaluation: Unit Tests
Mid-Term and Final Examinations
Observation of Nursing Techniques by instructor and/or clinical area supervisor.

This course will provide approximately 50 classes of Allied Health Occupations II, Core Curriculum, before beginning study on Advanced Health Assistant; 15 classes of instruction on Introduction to Aging, the Relationship Between Mind and Body and Physiological and Emotional Changes in the Elderly, during the first semester; and approximagely 50-60 hours of clinical experience in area health agencies (Connecticut Valley Hospital, a nursing home, a day care center for the elderly), plus approximately 30-45 classes in the classroom during the second semester.

Course Description

Advanced Health Assistant

Course Title: Allied Health Occupations II - Advanced Health Assistant - GERIATRIC/PSYCHIATRIC

Objective: To provide the student with a practical study of specific areas of nursing concentrating on the fileds of geriatrics and psychiatry.

Clinical areas to include: Long-term care facility, Day-care elderly, Psychiatric facility and Industrial Medical Department

Designed for: A 12th grade student who wishes to examine possibilities of employment and further education in the field of nursing.

Content: Topics covered include:

I. Progressive Development - Introduction to Aging
II. Older People and Community Life
   Housing, Financial, Recreational and Occupational Trends
III. Emotions and Illnesses
   Relationship Between Mind and Body
   Psychological and Emotional Changes
   Mental Deterioration and Confusion
IV. Special Geriatric Needs
   Rehabilitation, Dietary Modifications, Safety
V. Principles of Communication
   Types, Needs, Adjustment Mechanisms
VI. The Patient With Special Needs
   Sensory Deprivation, Pain, The Dying Patient
VII. Conditions of Illness
   Malignancies, Impairments of Body Systems
   Diabetes Mellitus
   Elimination Problems

Duration: Two semesters

Prerequisites: Allied Health Occupations I

Course Requirements:
1. Student will bring required materials to class
2. Homework assignments, quizzes, tests, midterm and final exams
3. Students must wear uniforms provided by the school for their clinical experience.

NOTE: The student will receive 1/2 credit for the first semester of Allied Health II. One full credit will be awarded for the second semester's work which includes approximately 50-60 hours of clinical experience in a Geriatric facility and a psychiatric hospital and/or out-patient clinic.

CURRICULUM STANDARDS

I. PROGRESSIVE DEVELOPMENT

A. Introduction to Aging

The student will

1. List at least 5 physical changes shown by an aged person
   - Increased time needed to say and do things
   - Decreased memory for recent events, inc. memory for past events
   - Less willingness to change
   - Decreased ability to use new information along with old ideas to form a different opinion
   - Mild depression and anxiety
   - Directing interest to self-inward
   - Inability to make decisions

2. List 3 characteristics an individual develops as he advances to old age
   - Personality traits become more pronounced
   - Can more openly be him/herself
   - Has reached a state of maturity
   - Has successfully met and survived life's challanges
   - Has derived wisdom from first-hand experience

3. Name the four periods of crisis that are common concerns in middle years of life
   - Maturing of children
   - Loss of a spouse
   - Retirement
   - Major illness

4. Name 3 organizations which are concerned with the aging and their problems
   - Social Security/General welfare programs
   - American Geriatric Society
   - Gerontological Society
   - Senior Citizens of America
   - American Federal Council on Aging
   - American Nurse's Assoc./Geriatric Nursing Section

IMPLEMENTATION PLAN

Texts:

Caldwell, Esther, PhD. and Hegner, Barbara R., R.N. M.S., Geriatrics, A Study of Maturity, Delmar

Noonan, Karen Ann, BSN, MS, Coping with Illness, Delmar

Geriatrics - pg. 1-5, 14-19, 21-27

Coping - pg. 193-205

5. Define terms:
   geriatrics — aged
   gerontology — senile
   senescence

B. The Patient with Body Image Disturbance

The student will

1. Describe how body image develops
   a.) internal sources-environmental response
   not inherited
   b.) external sources-people's reactions

2. Name 5 types of change that may threaten body image and give an example of each

   a.) normal - growth - adolescence
   b.) sudden - accident, surgery-breast
   c.) gradual - arthritis, heart disease
   d.) temporary - casts, catheters
   e.) due to technology - prosthesis, meds
   f.) due to anxiety provoking-embarrasing procedures

3. Begin to apply knowledge of the concept of body image to patient care

II. OLDER PEOPLE and COMMUNITY LIFE

A. Living Facilities

The student will

1. Name the department which assists older people to finance their homes
   HUD - Dept. of Housing & Urban Development
   Other services
   Mortgage insurance - Loans, Grants
   Rent supplement
   Low rent public housing

Coping - pg. 145-157

Geriatrics: pg. 41-48

2. Describe the services offered by a Life-care residence
   a.) apartment housing plus health care and recreational facilities
   b.) easy access to public transportation
   c.) participation in group activities

3. List the various types of living facilities available to the elderly
   apartments — own homes
   condominiums — retirement communities
   life care facilities — family
   nursing homes

Caldwell & Hegner, Geriatrics, pg. 41-48

B. Financial Support

The student will

1. Describe the crisis of retirement
   a.) Few are financially comfortable
   b.) Est. 1 of every 4 persons over 65 lives at or below poverty level
   c.) Retirement plans should be made early

Geriatrics, pg. 50-56

2. Name four ways people can prepare for the later years of life.
   a.) Pre-retirement planning, saving, IRA
   b.) Insurance, bonds, bank accounts, stocks
   c.) Fraternal organizations
   d.) Health Insurance
   e.) Hobbies, volunteer work, consulting
   f.) Seminars, lectures, classes

- Spend day in Industry -

Medical or Personnel Department
Do paper: How can employers help their employees to prepare for retirement?

3. List 3 major public retirement plans
   a.) Social Security
   b.) Railroad retirement
   c.) Civil Service retirement
   d.) Veteran's Administration

CURRICULUM STANDARDS	IMPLEMENTATION PLAN
II. C. Recreational Opportunities	
The student will	
1. Name 3 activities which can help the elderly person feel needed sewing baby sitting woodworking library gardening reading to blind craftwork music - schools feeding in hospital volunteer work church work (office)	Caldwell & Hegner, Geriatrics, pg. 58-62
2. List 3 activities which the elderly person can enjoy independently and cheaply any of the above	
3. Describe various types of recreational programs offered in care centers a.) shows and skits (hats) b.) exhibits, crafts, gifts (draft stoppers) c.) singing, hand clapping to music, dance d.) wheelchair bowling	
D. Occupational Trends	
The student will	Geriatrics, pg. 64-71
1. Describe the psychological changes and adjustments which follow retirement a.) sense of relief - euphoric for vacations b.) sense of loss - let down c.) domestic problems - stress d.) adjustment to fixed income e.) loss of social and human relationships	
2. List the services of one of the most important sources of job placement for older workers a.) State Employment Service	
3. Discuss the importance of volunteer work by the retired person a.) provides satisfying experience b.) performs valuable service, importance of self-esteem c.) Scouts, YWCA, politics, Cancer & Lung Society, etc.	

III. EMOTIONS and ILLNESS

A. The Relationship Between Mind and Body

The student will

1. Explain what is meant by the interrelationship of the mind and body
   a.) mind
   b.) emotions — Ex: People have been able to lower B.P. at will
   c.) Yogis - control body functions

2. State 3 causes of anxiety

hunger	thirst	lack of O_2
unmet expectations		feelings of failure
loss of love, respect		inability to realize goals
uncontrollable agressive and sexual feelings		

3. Define:

autonomic	manifestation
interpersonal	psychological

Noonan, Coping, pg. 1-11

B. Psychological and Emotional Changes

The student will

1. List at least 4 psychological changes shown by an aged person
   a.) increased time needed to say and do things
   b.) dec. memory for recent events, inc. memory for past events
   c.) less willing to change
   d.) dec. ability to use new information along with old ideas to form a different opinion
   e.) mild depression and anxiety
   f.) directing interest inward to self
   g.) inability to make decisions

2. Describe 2 basic fears of the aged person
   a.) dependency
   b.) chronic illness
   c.) lonliness

Coping, pg. 103-204

3. Identify 4 special basic needs of a geriatric patient
   a.) food - altered - limited physical activity
   b.) physical act. - may be passive exercises
   c.) safety - more likely to have falls, accidents
   d.) love, warmth, affection - family, children, clergy
   e.) self-esteem, worth - doing as much for self as possible
   f.) self realization - maximize potential

4. Name 3 nursing actions which relate to the physical needs of the aged patient
   a.) helping with meals - position, fix food
   b.) passive exercises
   c.) side rails, accessible call bell, protection from accidents
   d.) arrange for dentures, glasses, hearing aids
   e.) help dress, encourage self-doing

5. Name 3 nursing actions which relate to the psychological needs of the aged patient
   a.) have positive attitude - awaken interests
   b.) arrange recreation
   c.) give warmth and affection along with patient's families

C. Mental Deterioration and Confusion

The student will

1. Name the types of therapy employed to help psychotic elderly people
   a.) custodial care
   b.) restraints (acute)
   c.) reality orientation
   d.) drugs
   electric shock
   psychotherapy
2. Describe ways in which the environment can be made more secure for the confused patient
   a.) calm, consistent environment
   b.) simple crafts, music
   c.) provide basic physical needs and avoid factors known to precipitate an episode.
   d.) provide protection
   e.) orientation to reality

Noonan, Karen Ann,
Coping, pg. 193-204

Geriatrics, pg. 143-152

III. C. Disorientation and Confusion

3. Describe the signs of an impending breakdown
   a.) changes in social behavior
   b.) loss of interest in food
   c.) loss of interest in personal appearance
   d.) intensification of anti-social behavior
   e.) regressive behavior
   f.) increased confusion
   g.) insomnia
   h.) depression

Geriatrics, pg. 143-152

IV. SPECIAL GERIATRIC NEEDS

A. Philosophy of Rehabilitation

The student will

1. List 3 ways to assist the elderly in rehabilitation
   a.) make short term goals
   b.) begin rehabilitation as early as possible
   c.) build self-esteem - be supportive
   d.) make sure patient gets enough rest

Geriatrics, pg. 77-81

2. Assist the elderly in planning rehabilitation goals
   a.) plan goals - more independence in functional activities
   b.) greater degree of personal usefulness
   c.) increased social relatedness

3. List the special geriatric considerations for proper rehabilitation of the elderly
   a.) take into account physical limitations
   b.) provide privacy, accept mishaps, praise successes
   c.) elderly have less self-confidence
   d.) easy fatigue because of chronic illness
   e.) make use of special aides, grab bars, etc.

CURRICULUM STANDARDS	IMPLEMENTATION PLAN

IV. B. Location of Patients and Continuity of Care

The student will

1. List the various types of health facilities for the elderly person

   Day care centers
   Medical centers at housing projects
   Life care facilities
   Acute care facilities
   Extended care facilities
   Convalescent homes-permanent comprehensive care setting
   Mental institutions

2. Describe the purpose of the different kinds of health facilities and discuss the provisions made for the care of the elderly person

3. Discuss the purpose of a referral form

   a.) part of patient's permanent record
   b.) communication between agencies
   c.) includes: medical history, records of care, progress record; diets, R_x, goals, long & short term

C. General Hygiene

The student will

1. List ways to assist an elderly person on being well-groomed

   a.) Tactful in helping person to improve him/herself
   b.) Choose proper clothing
   c.) Oral hygiene-dental work
   d.) Hair care - hair dresser
   e.) Shaving
   f.) Hands - Feet - Podiatrist
   g.) Skin - prevention of sores
   h.) Rest and activity

Geriatrics, pg. 83-88

Geriatrics, pg. 90-98

IV. C. 2. List the types of garments an elderly person should try to secure to help himself dress and care for his clothes.

a.) should wear own clothes - lay out
b.) suitable for weather, cotton absorbs
c.) light, attractive colors
d.) larger buttons, velco, easy fastenings
e.) good-fitting shoes, discourage slippers

Geriatrics, pg. 90=98

D. Dietary Modifications

The student will

1. Explain the reasons for malnutrition in the elderly person living alone.

a.) less intake of food and fluids
b.) no social contact - apathy, loneliness
c.) limited by physical activity to food service in neighborhood
d.) confusion, tension, anxieties
e.) mouth, dental problems
f.) shopping difficulty
g.) limited equipment in home for preparing food

Geriatrics, pg. 100-106

2. Describe the digestive changes which take place with age

a.) dec. no. of taste buds and saliva
b.) oral mucosa thinner - more easily injured
c.) dec. in digestive enzymes
d.) nutrients absorbed more slowly
e.) loss of muscle tone in intestines causes irregularity of elimination

3. Discuss the factors that must be considered in purchasing food for the elderly

a.) convenience foods expensive - salt
b.) transportation - large amounts spoil
c.) Meals-on-wheels Program

CURRICULUM STANDARDS	IMPLEMENTATION PLAN
IV. E. Safety	
The student will	
1. List the intrinsic factors which cause accidents	
a.) hypoglycemia (temporary) dizziness b.) tremors - falls, lose balance c.) decreased visual activity - depth perception d.) inc. reflex timing e.) confusion, forgetfulness-gas burners on-errors in medication	Geriatrics, pg. 108-114
2. List the extrinsic factors which cause accidents	
a.) changes in furniture location b.) unlighted hallways c.) inadequately identified mecidines d.) trash accumulation	
3. Discuss factors which cause falls	
a.) improper shoes, clothing, slippers b.) long, loose robes c.) steep, narrow stairs d.) loose carpeting e.) railings needed f.) waxed floors, scatter rugs g.) reaching, climbing h.) shower chairs, raised toilet seats needed	
V. PRINCIPLES OF COMMUNICATION	
A. Communication	
The student will	
1. Explain what is meant by communication	
a.) interchange of thoughts, opinions or information by speech, writing or signs	
2. Name 3 factors which influence communication	
a.) sender b.) message	

CURRICULUM STANDARDS

V. A. 3. State the difference between a perception and an opinion

4. Give 3 examples of non-verbal communication

a.) posture
b.) gait
c.) gestures
d.) attitude
e.) facial expression

B. Psychological Needs

The student will

1. List the 5 categories of human needs

a.) biological
b.) safety
c.) sexual
d.) sensory
e.) motor activity
f.) psychological, mental

2. Discuss at least 3 of the categories of human needs that are threatened by hospitalization.

a.) O_2 - difficult breathing - anxiety
b.) ice chps as substitute for water
c.) surgery - worry - body whole
d.) safety - bed - wires - floor
e.) sex - can't have in hospital - all activities curtailed

3. List 5 psychological needs

a.) order and meaning
b.) adequacy
c.) security
d.) approval
e.) self-esteem
f.) love
g.) self-growth

C. Adjustment Mechanisms

The student will

1. Define 10 adjustment mechanisms

regression
projection
repression
displacement
identification
conversion reaction
sublimation
reaction formation
rationalization
fantasy
introjection
denial

IMPLEMENTATION PLAN

Noonan, Coping, pg. 111-139

Coping, pg. 91-99

V. C. 2. State the purpose of adjustment mechanisms

a.) used to control anxiety
b.) enable one to cope with situation that causes stress

3. Give examples of health and unhealthy use of a few of the adjustment mechanisms

a.) regression - demands for affection and attention when ill or tired
b.) displacement - banging desk, dish, door after quarrel with supervisor
c.) rationalization - student who excuses low grade on test, hot room - not enough time,

Unhealthy
a.) reg. - swallow foreigh object
b.) disp. - hating all authority figures because of hostile feelings toward strict parent
c.) rat. - refulal to accept responsibility for behavior

VI. THE PATIENT WITH SPECIAL NEEDS

A. Nerve Deterioration & Sensory Deprivation

The student will

Noonan, Coping, pg. 160-174

Geriatrics, pg. 129-140

1. Explain what is involved in sensation and communication

a.) sens. imput - from environment to person picket up by sensory organs

b.) comm. - output - sending message - motor activity through body movement and speech

2. Identify 2 specific problems presented by a patient with sensory loss

a.) sensory impairment
mind cannot handle more than one message at a time
b.) damage of sensory organ - eye, ear
damage of nerves to sensory organ
c.) limited stimuli cause emotional and mental breakdown

VI. A. 3. Demonstrate nursing care for a blind patient

a.) patience, understanding, make feel secure in environment
b.) introduce self to patient BEFORE touching him
c.) orientation - surroundings
d.) telling about food - clock placement
e.) assistance - dressing, bathing - but make patient as independent as possible

4. Demonstrate nursing care for a hard-of-hearing patient

a.) use body gestures - non-verbal communication
b.) face directly - speak slowly and clearly
c.) write messages
d.) encourage hearing aids

5. List the effects of Parkinson's disease

a.) tremors are made worse by emotional tension and attempts to control them
b.) muscle rigidity slows up movement and speed - more susceptible to falls
c.) loss of facial expression, swallowing difficult, bowel and bladder incontinence

B. The Patient in Pain

The student will

a.) describe 3 general factors that affect perception of pain
b.) psychological state
c.) physiological state
d.) attitudes of those in immediate environment

Noonan, Coping, pg. 177-189

2. Name 5 signs which may indicate that a person has pain

a.) posture
b.) hands-clenched, sweaty, clammy
c.) facial expression - muscles-tense, eyes glassy, brows furrowed

3. List 4 ways of giving nursing care for a patient in pain

CURRICULUM STANDARDS

VI. B. 3. Nursing care for patient in pain

a.) nurse's attitude - relieves anxiety
b.) back rubs - correct positioning
c.) applications of heat and cold/warm baths
d.) after surgery - support part when moving, use of pillows
e.) medications

4. Define: analgesic placebo
perception med. assume

C. The Dying Patient

The student will

1. Discuss the various reactions of patients to the thought of death

a.) not wanting to talk about death
b.) fear of pain
c.) fear of unknown
d.) other's reactions to patient's illness

2. Define the 5 stages of dying

denial anger bargaining
depression acceptance

3. List the specific steps which may lead to the acceptance of terminal illness and death

a.) show interest and concern
b.) develop a relationship with family
c.) maintain emotional contact and open communication
d.) spiritual comfort
e.) drugs - relief from pain

4. Identify concepts involved in caring for a dying patient

5. Describe 3 nursing measures that give comfort to a dying patient

IMPLEMENTATION PLAN

Geriatrics, pg. 29-36

Coping, pg. 207-220

VII. CONDITIONS OF ILLNESS

A. Malignancies

The student will

1. Name 2 methods of speech after a laryngectomy and describe how speech is achieved with each

   a.) esophageal speech-swallowing air, then regurgitating it
   b.) electronic artificial larynx, Lost Chord Club, laryngectomy patients

2. List the side effects of the treatments for inoperable cancer

   a.) irradition - X-ray, cobalt and radium implantations, damage to external outer tissues itching
   b.) chemotherapy - toxicity to normal cells is great, anorexia, nausea, mouth ulcerations and diaorrhea anemia, bone marrow depression

3. Define cordotomy and describe the signs of possible complications which might follow

   a.) an electrode coogulates the nerve fibers
   b.) pain, pressure and temperature sensations are interrupted (destroyed)
   c.) when original pain is gone - patient realizes pain is elsewhere

B. Circulatory Impairments

The student will

1. List the signs and symptoms of peripheral vascular disease

   a.) changes in skin and nails - hard, thich, brittle
   skin - hardens, deep pigment, cold, pale, cyanotic
   pain - constant and gnawing

Geriatrics, pg. 155-164

VII. C. 2. List the adjustments a person with a cardiac disorder must make

a.) usual activities must be curtailed or adapted, Fear of future and permanent disability, Idleness---ill-tempored self-pity, may mean end of independent living

Geriatrics, pg. 179-186

3. Describe the difference between left-sided and right-sided heart failure

a.) L - concerned with res. trract
fluid retained in lungs
cough dypsnea
orthopnea cyanosis

b.) R - signs transferred throughout body, accumulation of fluid (ascites) in abd., chest and tissues, veins of neck distend, edema, dypsnea, fatigue

D. Respiratory Inadequacy

The student will

1. Explain the changes that take place as the respiratory system ages

Geriatrics, pg. 188-198

a.) lung tissue loses elasticity, pulmonary blood vessels harden, cough mechanism less effective - secretions accululate in bronchi

2. Name the conditions that are most likely to develop into chronic obstructive pul. dis. (COPD)

a.) chronic bronchitis, asthma, emphysema

3. Assist patients with COPD

supportive R_x -preserve existing lung function
help patient adapt-cough medicine, breathing exercises, postural drainage
IPPB - O_2 and drug forced into lung/inc.humidity
Bronchodilating drugs and medicine to loosen secretions

VII. E. Orthopedic Disabilities

The student will

1. List the problems that are brought about by confinement with little activity

   A.) loss of muscle tone and strength, predisposes patient to pneumonia, constipation, urinary retention & infection
   renal calculi from accum. of cal. bones lose minerals
   stiffness develops into atrophy, contractures

2. Explain senescent changes in bones and joints

   a.) flatfoot, bunions, form when joints become misalighed, joints become deformed
   hammertoes - toes drawn into a tightly flexed position causing deformity and pain

3. Describe the systemic disease, osteoporosis, as it relates to a defect in the formation and maintenance of bone tissue

   a.) cause: poor formation and maintenance; this causes loss of bone mass, bones become brittle and porous as minerals are lost (calcium, phosphorus and nitrogen)
   brittle bones fracture easily, deformities occur as softened bone collapses, compression fractures
   calcium leaves bone via blood-excreted in urine and feces
   kidney stones form from calcium

Geriatrics, pg. 201-212

F. Diabetes Mellitus

Geriatrics, pg. 214-224

The student will

1. List the factors which influence the incidence of diabetes mellitus

   a.) heredity
   b.) obesity
   c.) sex

CURRICULUM STANDARDS

IMPLEMENTATION PLAN

VII. F.

2. Name the 2 types of Diabetes Mellitus

a.) Type I - Juvenile onset
b.) type II - Maturity onset

3. List 3 common complications of D. Mel. in the elderly

a.) arteriosclerosis
b.) eye changes (retinopathy, retinitis)
c.) frequent infections - difficult to combat injuries heal slowly and unsatisfactorally - gangrene

G. Elimination Problems

Geriatrics, pg. 226-233

1. List the normal changes in the elimination pattern as the body ages

a.) relaxation of perineal structures and enlargement of prostate gland block, urethra to proper urine elim.
b.) bladder retains urine - causes stones and infections
c.) incontinence from loss of muscle tone

2. Explain the purpose of retaining

a.) to achieve a pattern of nearly normal filling and emptying of the bladder

3. Give proper nursing care to the incontinent patient

a.) skin protection, external drainage appliances (men) care of genitalia - catheter
b.) adequate fluid intake
c.) proper activity
d.) adequate diet to decrease stone formation and bladder infection

TRAINING - SITE PLANS

What they are and how to use them.

Training plans are methods by which the instructor correlates the classroom and clinical experiences. The time required for a student to become competent in each task may vary, but average times should be provided for each task.

A time sheet must be completed by the student at the end of each day. Each student must record the skills learned/utilized and the time spent on each skill. This sheet is to be kept at the student's training site and, when completed, turned in to the instructor.

The on-site training plan should be completed by the on-site trainer or instructor and must be kept at the training site. When a student has successfully completed each competency, the on-site trainer will sign the student off, verifying their performance. The student will be responsible for making sure that they have completed each task and that they have the on-site trainer's signature. A copy of the completed training plans will be given to the student at the end of the program as a reference and guide.

TRAINING PLAN

Student _____ Date _____

Course Title _____

Training Job Title _____

Training Site	School
Facility/Office _____	Name _____
Address _____	Administrator _____
_____	Phone _____
Phone _____	Parent's Name _____
Contact Person _____	Emer.Phone No. _____
Title _____	Teacher's Name _____
Phone _____	Phone _____

Student's Training site hours from _____ AM/PM to _____ AM/PM

Department/Unit/Ward _____

Sub-department _____

The tasks listed are those which the student is expected to be able to perform to the satisfaction of the on-site trainer/staff.

_____ _____
On-site Trainer Student

_____ _____
Instructor Date

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Student: _____

Comments:

The above signatures certify that _____

has successfully performed the skills listed under the direct supervision of the designated on-site trainer and/or the instructor of record.

Date of completion of entire training plan: _____

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TASK LIST (TRAINING PLAN) for ALLIED HEALTH II - ADVANCED NURSE ASSISTANT

Middletown High School
Long-Term Care Facility

Student _____

Tasks	Training Time Spent	Date Competency Level Achieved	On-Site Trainer Signature
A. Recreational therapy in nursing home sets			
Sets out materials for program			
Encourages patient participation			
Gives individual help to patients			
Actively joins in participation of music and crafts			
B. Meals and Feeding of the elderly			
Feeds helpless patients			
Accurately measures intake			
Explain to patient the importance of low-salt diet			
Explain to patient importance of following a diabetic diet			
Discuss with patient's family: "Meals on Wheels"			
dietary obligations			
Volunteer			
Financial obligations if necessary			
C. Observance of Safety Precautions for the Elderly			
Keeps bed rails up			
Call bells within reach of patient			
Provides suitable lighting			
Cleans spills up immediately			
Mindful of cords and handing linen			
Proper use of Geri-chair			
Correct positioning - posture			
Ambulates patients			
Turns patients every 2 hours			
D. General Hygiene for the Elderly			
Choose proper clothing - suitable for weather, activity			
Shaves male patients			
Showers			
Tub baths			
Shampoo - care of hair			
Catheter care			
Empty urine drainage bags			
Accurately measures and records elimination			
Special foot care - Assists podiatrist on rounds			

TASK LIST (TRAINING PLAN) for ALLIED HEALTH II - ADVANCED NURSE ASSISTANT

Middletown High School
Long-Term Care Facility

Student _____

Tasks	Training Time Spent	Date Competency Level Achieved	On-Site Trainer Signature
D. General Hygiene for the Elderly (Cont'd.) Toilets pts. on schedule for bladder and bowel retraining			
E. Oxygen Therapy Connects patient to tank or well unit Sets liters at O_2 as ordered			
F. Housekeeping Cleaning refrigerator Proper storage of food Proper disposal of food			
G. Nursing Care of the Blind Patient Introduces self before touching Orients to surroundings			
H. Special Care for the Hard-of-Hearing Speaks slowly and clearly Writes messages Encourages patient to use hearing aid			
I. Managing the Assaultive Patient Prevents assaultive outbursts by providing alternative activities Uses a firm, calm voice Safety mechanics: The pivot Keeping patient off-balance and moving Safety control position Extended arm assist Clothing assist Crossed arms assist Chokes From front From rear "The Life Savers Escape" Hair Pulling Front hair pull One and two hands Rear hair pull One and two hands			

TASK LIST (TRAINING PLAN) for ALLIED HEALTH II - ADVANCED NURSE ASSISTANT

Middletown High School
Long-Term Care Facility

Student _____

Tasks	Training Time Spent	Date Competency Level Achieved	On-Site Trainer Signature
I. Managing the Assultive Patient (Cont'd.)			
Wrist Grab			
Bites			
Kicks			
Punches			
Flying objects			
The armed cliet			
Defense from the ground			

BEST COPY AVAILABLE.

ASSIGNMENTS

No.		Date Due
1.	Read Geriatrics, pg. 1-4, 14-19, 21-27	
2.	Write 1/2 page reports (using library resources) about 4 people who have made major contricutions to society in their later years.	
3.	Read Coping, 145-157, Write out Review Q. 1-10, pg. 158	
4.	Read Geriatrics, pg. 41-48, Write out Rev. Q, A,B and C, pg. 48-49	
5.	Read Geriatrics, pg. 50-56, Write out Review - A,B, and C, pg. 56 and 57 Write paper: See pg. 3	
6.	Read Geriatrics, pg. 58-62, Write out Review A and B, pg. 63	
7.	Read Geriatrics, 64-71, Do Review A and B, pg. 72	
8.	Read Coping, 1-11, Do Review A,B, and C	
9.	Read Coping, 193-204, Do Review A and B, pg. 205 and 206	
10.	Read Geriatrics, pg. 77-81,Do Review, pg. 82 - A, B, and C	
11.	Read Geriatrics, pg. 83-88, Do Review, pg. 89 - A and B	
12.	Read Geriatrics, pg. 90-98, Do review A and B, pg. 98-99	
13.	Read Geriatrics, pg. 100-106, Do review A and B, pg. 106 and 107	
14.	Read Geriatrics, 108-114, Do review A, B, C and D, pg. 114 and 115	
15.	Read Coping, pg. 111-139, Do review A,B,and C, pg. 140 and 141	
16.	Read Coping, pg. 91-99, Do review A and B, pg. 101 and 102	
17.	Read Coping, pg. 103-110, Do review A and B, pg. 109-110	
18.	Read Coping, pg. 177-189, Do review 1-10, pg. 190, 191 and 192	
19.	Read Geriatrics, pg. 29-36, Do review A,B, and C, pg. 36	
	Read Coping, pg. 207-220, Do review A and B, pg. 221-223	
20.	Read Geriatrics, pg. 143-152, Do review A and B, pg. 153-154	
21.	Read Coping, 160-174, Do nursing problems and intervention - 1-6, pg. 175 and 176	
22.	Read Geriatrics, pg. 155-164, Do review A and B, pg. 164 and 165	
23.	Read Geriatrics, pg. 166-176, Do review, pg. 177 and 178,A,B,C, and D	
24.	Read Geriatrics, pg. 179-186, Do Review A, B and C, pg. 186 and 187	
25.	Read Geriatrics, pg. 188-198, Do review A and B, pg. 199 and 200	
26.	Read Geriatrics, pg. 201-212, Do review A and B, pg. 213 and 214	
27.	Read Geriatrics pg.215-224, Do review A, B and C, pg. 224 and 225	
28.	Read Geriatrics, pg. 226-233, Do review A and B, pg. 233 and 234	